Introduction

PURPOSE

As a facilitator of the Professional Sales Coaching™ seminar, it's your job to ensure that sales coaches learn the concepts and skills they need to:

- motivate individual salespeople to improve their sales call performance
- ensure their team's long-term performance

To ensure that participants understand the seminar concepts, can use the seminar skills correctly, and are willing to apply the concepts and skills on the job, you need to:

- have a thorough **understanding of the seminar content**
- have a thorough **understanding of the seminar activities**
- be able to **provide feedback on skill use**
- be able to **lead meaningful discussions** about the relevance and applicability of the concepts and skills to participants' own coaching realities

The Professional Sales Coaching™ Train-the-Trainer Workshop is designed to give you the knowledge and skills you need to successfully lead Professional Sales Coaching seminars.

PREREQUISITE

The Professional Sales Coaching™ Train-the-Trainer Workshop is intended for individuals who have already participated in a Professional Sales Coaching™ seminar.

OUTCOMES

During the Train-the-Trainer Workshop, you'll refine your **ability to lead** a successful Professional Sales Coaching™ program. The coaching and feedback you receive during the workshop will develop the following key competencies:

1. Describe the scope, intent, and business rationale for the Professional Sales Coaching™ seminar in a concise and compelling manner.
2. Articulate the content that is on and "behind" the seminar wall charts.
3. Respond effectively to participants' questions about Professional Sales Coaching™ concepts and skills.

SEMINAR ACTIVITIES

4. Conduct key Professional Sales Coaching™ activities in accordance with the recommended step-by-step procedures.
5. Successfully fulfill the appropriate seminar leader role(s) based on the instructional intent of activities.

SEMINAR MEASUREMENT

6. Accurately administer and tabulate the Professional Sales Coaching™ Measurement intent of activities.

By the end of the workshop, you can expect to:

- see improvements in these competency areas
- feel comfortable with your ability in each of these areas (and/or understand how to improve your ability)
- feel confident about conducting a Professional Sales Coaching™ seminar

Prework Assignments

The following pages describe the prework activities you may be asked to complete before attending the Professional Sales Coaching™ Train-the-Trainer Workshop and indicate the amount of time you should allow for completing each activity.

Some time before the workshop you will receive a **letter** confirming your attendance at the workshop and assigning the **specific prework activities you are expected to complete** ahead of time.

Prework Activity 1: Review of PSC™ Participant Materials

(20 minutes)

Reacquaint yourself with the participant materials for the Professional Sales Coaching™ seminar. In particular, review any materials you:

- have questions about (e.g., when or how they're used during the seminar)
- didn't use during the seminar in which you participated (e.g., the sections of the Resource Guide)

Note any questions you have about the participant materials and their use in the seminar so you can receive answers during the Train-the-Trainer Workshop.

Prework Activity 2: PSC™ Content Review

(1 hour)

Answer the Professional Sales Coaching™ content review questions that begin on the next page of this Prework book.

After answering the questions, you may wish to compare your answers to those beginning on page 5 of your PSC™ Train-the-Trainer Activities Book. Mark any answers about which you have questions.

The Train-the-Trainer Workshop you participate in may include a content review game in which you're asked to answer some of these questions. You should be comfortable answering all of them.

Content Review Questions

Using the PSC™ participant and facilitator materials as a resource, practice answering the following questions until you feel comfortable with your answers. (The spaces provided are for jotting notes — you're not expected to write out complete answers.)

PREWORK

1. Once participants have completed the Professional Sales Coaching™ seminar, what will they be able to do?

2. How does the Professional Sales Coaching™ seminar support the Professional Selling Skills™ seminar?

3. What are three ways sales coaches can reinforce and continuously improve their salespeople's use of PSS™ concepts and skills?

UNIT 1: CHANGING BEHAVIOR

4. How does Professional Sales Coaching™ define "coaching"?

5. When it comes to coaching, what are the disadvantages of using a highly directive approach, and what are the advantages of using a collaborative approach?

6. What are the two main tasks of coaching, and why are they important?

7. What four areas of expertise are required to coach effectively, and how are those four areas addressed in the Professional Sales Coaching™ seminar?

8. What are the three challenges of coaching, and how are they addressed in the Professional Sales Coaching™ seminar?

UNIT 2: EVALUATING SALES CALL PERFORMANCE

9. What are the three major areas of competence that salespeople need in order to conduct successful sales calls in today's complex business environment?

10. Why should coaches consider more than just their salespeople's use of PSS™ skills when evaluating sales call performance?

11. Why is it important for a coach to be aware of all 12 coaching issues when coaching sales call performance?

UNIT 3: OBSERVING SALES CALL PERFORMANCE

12. Why is sales call observation a valuable coaching activity?

13. What's the difference between a joint call and a coaching call?

14. Why might a sales coach decide to switch focus from coaching to selling in the middle of a call that was originally planned as a coaching call?

15. What are the three types of coaching calls? Describe each.

16. Describe the three guidelines for observing a sales call.

UNIT 3: OBSERVING SALES CALL PERFORMANCE
(continued)

17. Why is it important to observe a salesperson's performance over time?

18. In addition to observing sales calls, how might a sales coach obtain information about a salesperson's performance?

UNIT 4: THE COACHING CONVERSATION, PART 1

19. What are the goals and three major steps in both parts of a coaching conversation?

20. Why is it important to complete Part 1 of a coaching conversation before going on to Part 2?

21. Besides addressing problems in performance, under what circumstances is a coaching conversation appropriate?

22. Describe two particularly good times to conduct a coaching conversation.

23. In Part 1 of the coaching conversation, how do you set the stage, and why is it important to do so?

24. In Part 1 of the coaching conversation, how do you explore the situation, and what is the purpose of exploring the situation?

25. When exploring the situation, why do you probe to understand the salesperson's point of view before presenting your own point of view?

26. In exploring the situation, when is it particularly important to probe to understand the salesperson's point of view?

27. In exploring the situation, how do you present your point of view?

28. How and why do you present your point of view in an evenhanded way?

UNIT 4: THE COACHING CONVERSATION, PART 1
(continued)

29. In presenting your point of view, why is it important to invite a reaction?

30. When, how, and why do you confirm buy-in on a diagnosis?

UNIT 5: THE COACHING CONVERSATION, PART 2

31. Action plans can be developed for either short-term or long-term coaching issues. What is the difference between short-term coaching issues and long-term coaching issues?

32. How and why do you set the stage in Part 2 of the coaching conversation?

33. The skill steps for exploring a plan in Part 2 of the coaching conversation are the same as the skill steps for exploring the situation in Part1, but the tone is different. What is the difference in tone?

34. When are you presenting your point of view on a plan of action, how can you give your statement some extra persuasive power?

35. How do you confirm buy-in on an action plan?

UNIT 6: GETTING UNSTUCK

36. When you have difficulty reaching agreement on a diagnosis or on an action plan, you can either use your authority or try to stimulate some creative thinking. What are the advantages and disadvantages of each approach?

37. If you choose to use your authority to get a coaching conversation unstuck, what steps should you take?

38. If you choose to stimulate creative thinking to get a coaching conversation unstuck, what steps should you take, and what's the purpose of each step?

39. Name, describe, and provide examples of the two types of thought-provoking questions that can be used to stimulate creative thinking.

40. Besides asking thought-provoking questions, what are some other ways you can get a coaching conversation unstuck?

UNIT 7: MANAGING THE COACHING PROCESS

41. What three things does it take to make coaching a consistent way of life?

42. Name and describe the three steps in managing the coaching process.

43. What agenda items might a sales manager cover during the coaching kickoff?

44. Developmental planning begins with a preliminary diagnosis for each salesperson. How is this preliminary diagnosis carried out?

UNIT 7: MANAGING THE COACHING PROCESS
(continued)

45. How does a developmental coaching conversation differ from other coaching conversations?

46. Why is it important to periodically follow up on a salesperson's progress?

Prework Activity 3: PSC™ Mastery Test

(5 minutes–1 hour)

1. Self-administer, score, and interpret the Professional Sales Coaching™ Mastery Test.
   - If you have already taken the Mastery Test and still have your Interpretation Guidelines, you needn't take the test again.
   - If you haven't yet taken, scored, and interpreted the PSC Mastery Test, copy the Answer Sheet and Interpretation Guidelines that appear in Section 6 of your PSC™ Facilitator's Guide. (You need not copy the Mastery Test itself or the Score Sheet, since you will not be writing on these materials.) Then take and score the test.
   - If you have already taken the Mastery Test but can't find your Interpretation Guidelines, please take it again.
2. Once you've taken the Mastery Test or located your Interpretation Guidelines, review the Explanation of Correct and Incorrect Mastery Test Responses that begins on page 43 in Section 5 of your PSC™ Facilitator's Guide. In particular, review the explanation for any items you missed so that you understand why your response was incorrect.

So that you can receive answers during the Train-the-Trainer Workshop, note any questions you have about:

- the PSC content as a result of taking the Mastery Test
- the procedures for taking, scoring, or interpreting the PSC™ Mastery Test

Prework Activity 4: Overview of PSC™ Facilitator's Guide (30 minutes)

To understand how the Professional Sales Coaching™ Facilitator's Guide is organized and used:

1. Read the Preface and Section 1: Overview, Section 2: Preparation, and Section 3: Schedule and Checklists. As you read these sections, place a check mark in the margin next to any information about which you have a question.
2. Study the training schedule that begins on page 3 in Section 3 to become familiar with the sequence of activities in the seminar.
3. Skim Section 4: Step-by-Step Procedures to understand what information is contained in this section and how it is organized.
4. Skim Section 5: Appendixes to reacquaint yourself with the prepared flip charts and wall charts for the seminar and to acquaint yourself with the procedural options for administrating the PSC™ Mastery Test.
5. Skim Section 6: Measurement to understand what PSC™ Measurement instruments and forms are included in this section.

Prework Activity 5: Key Activities

(2 hours)

During the Train-the-Trainer Workshop, you will practice leading key seminar activities and receive feedback from fellow workshop participants and a master trainer on your delivery of the activities you lead.

To prepare, carefully review the step-by-step procedures for the activities listed on the next page so that, with only a minute or two additional preparation time, you could conduct any of them.

KEY ACTIVITIES

Activity	Time Required to Conduct	Facilitator's Guide Pages (Section 4)
Introductory Activities: Seminar Overview	20 minutes	10–21
Unit 1: Changing Behavior, Paired Exercise ("The Only Right Way to Eat Corn")	10 minutes	32–35
Unit 2: Evaluating Sales Call Performance, Small Group Exercise (Coaching Issues Diagram)	15 minutes*	44–51
Unit 3: Observing Sales Call Performance, Leader-Led Exercise (Preparing to Look for Specifics)	10 minutes	60–67
Unit 3: Observing Sales Call Performance, Video Exercise (Looking for Specifics)	15 minutes	68–75
Unit 4: The Coaching Conversation, Part 1, Leader-Led Exercise ("Directive Versus Collaborative")	10 minutes	84–91
Unit 4: The Coaching Conversation, Part 1, Leader-Led Exercise (Exploring the Situation)	15 minutes	115–119
Unit 4: The Coaching Conversation, Part 1, Video Exercise	10 minutes	122–129
Unit 4: The Coaching Conversation, Part 1, Role Play: Diagnosis (setup and debrief)	15 minutes*	130–137
Unit 6: Getting Unstuck, Reading and Discussion (debrief)	15 minutes	175–177

** Indicates reduced time for presentation.*

Prework Activity 6: Facilitator Challenges

(15 minutes)

Develop a list of challenges you foresee in conducting the Professional Sales Coaching seminar. Be prepared to share them at the beginning of the Train-the-Trainer Workshop so they can be addressed during the workshop.

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